

Certification Name: Certificate of Clinical Competence in Audiology

Designation:

04-Dec-97

Society

American Speech-Language Hearing Association
10801 Rockville Pike,
Rockville, MD 20852-

Phone: (800) 498-2071

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Major Requirements

Education: PhD

Years of Experience: 1

Examination Required: Yes

Continuing Education Required: No

Maintenance Required: No

Directorates

Clinical Preventive Medicine

Programs

Hearing Conservation

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HEARING
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The American Speech-Language-Hearing Association (ASHA)

welcomes you to its Web site--another way ASHA is building the future of the professions.

ASHA is the professional, scientific, and credentialing association for more than 91,000 audiologists, speech-language pathologists, and speech, language, and hearing scientists.

This site is a resource for ASHA members, persons interested in information about communication disorders, and for those wanting career and membership information.

American Speech-Language-Hearing Association

10801 Rockville Pike
Rockville, Maryland 20852

800-498-2071 Voice **New!**

301-897-5700 TTY

301-571-0457 Fax

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This site was launched on May 1, 1996. Last update was October 6, 1997.



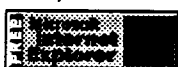


October 6: This Week's Highlights

- The new Standards and Implementations for the Certificate of Clinical Competence in Audiology is available.
- Looking for sessions at the 1997 Convention in Boston? Search the Convention Program Online!
- Find out more about the latest ASHA CE product available for download on the Web.
- Read the new plan for "Reorientation of ASHA's Governance Process and Structure".
- The Executive Board is seeking your ideas. Find out how to respond.
- The Call for Co-Chairs for the year 2001 ASHA Convention is now open.
- The ASHA Members Only area is now online! This area is available to ASHA and NSSLHA members only. Your eight digit membership number is required as a password to gain entry. Once inside, you will find the ASHA **Membership Directory**, the expanded **Member's Forum**, and instructions on how to access ASHA's audiology listserv.
- The ASHA Library is now open. Look here for the Code of Ethics, Issues in Ethics, Treatment Outcomes, and Frequently Asked Questions.
- Find out more about the 11th Annual Technology+Learning Conference co-sponsored by ASHA and the National School Boards Association
- The 1997 ASHA Buyer's Guide is now online.

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Background Information for the Standards and Implementations for the Certificate of Clinical Competence in Audiology

It is the responsibility of the Council on Professional Standards in Speech-Language Pathology and Audiology (Standards Council) of the American Speech-Language-Hearing Association (ASHA) to develop standards for clinical certification and to monitor those standards in the context of changes in the scope of practice of the professions. The Standards Council developed an action plan to identify the "...academic, clinical practicum and other requirements for the acquisition of critical knowledge and skills necessary for entry-level, independent practice of audiology." As a part of that plan, the Educational Testing Service was commissioned by ASHA to conduct a skills validation study for the profession of audiology.

Following a review of the data provided by the skills validation study, practice-specific literature, feasibility studies and other pertinent information, the Standards Council published proposed standards for widespread peer review in October 1996. Standards Council members also sought and received comments from attendees at the ASHA convention in November 1996.

The comments submitted in response to the call were considered by the Standards Council along with additional comments submitted by ASHA members who attended the convention of the American Academy of Audiology in April 1997. Significant changes were proposed and submitted for widespread peer review in July 1997. The Standards Council also polled academic programs. An independent research firm conducted the poll, which attempted to gather information by telephone from 124 academic program chairs. Responses were obtained from 91 programs through the use of this technique. The proposed standards were modified on the basis of the second round of peer review and adopted by the Standards Council at its meeting in September 1997.

The 1997 Standards for the Certificate of Clinical Competence in Audiology are intended to make the scope and level of professional education in audiology consistent with the scope of practice of the profession. They address the significant discrepancies between the level of preparation and requirements for practice that were identified in the skills validation study.

Salient features of the new standards include the following:

- A. Applicants for the certificate of clinical competence must complete a minimum of 75 semester credit hours of post baccalaureate study that culminates in a doctoral or other recognized academic degree. The increase in credit hour requirement is consistent with the increase in the knowledge and skills required to support the change of the scope of practice of audiologists that has occurred since the 30-unit requirement was adopted in 1988. The requirement of 75 credit hours may be met by credits awarded by the academic institution for formal courses, laboratories and practicum experience.
- B. The requirement for 75 semester post-baccalaureate credit hours becomes effective for persons

who apply for certification after December 31, 2006. The requirement for a doctoral degree is mandated for persons who apply for certification after December 31, 2011.

- C. The graduate education in audiology must be initiated and completed in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.
- D. The program of study must include a practicum experience that is equivalent to a minimum of 12 months of full-time, supervised experience.
- E. The standards do not stipulate the specific courses or practicum experiences that are required. The applicant will be required to demonstrate that the acquisition of knowledge and skills was assessed by the educational program that grants the post-baccalaureate degree.

Standards and Implementations for the Certificate of Clinical Competence in Audiology

All individuals whose applications for certification are postmarked after January 1, 2007, must meet these standards. Previously certified individuals who let their certification lapse must also meet the new standards if they wish to reinstate certification after this date. Any candidates applying for certification prior to January 1, 2007 may choose to meet either the new standards or those standards in effect prior to 2007. For an application to be evaluated under the standards in effect prior to January 1, 2007, ASHA must receive from the applicant by December 31, 2006, a completed and signed application, including all appropriate fees.

The Standards for the Certificate of Clinical Competence in Audiology are shown in bold. The Clinical Certification Board's implementation procedures are shown in regular print under each related standard.

Standard I: Degree

Applicants for certification must have a minimum of 75 semester credit hours of post-baccalaureate education culminating in a doctoral or other recognized graduate degree. The course of study must address the knowledge and skills pertinent to the field of audiology. This transitional standard will be in effect from January 1, 2007, through January 1, 2012, at which time applicants for certification must have a doctoral degree.

Implementation:

Verification of the graduate degree from the program director or an official university designee is required of all applicants **before the certificate is awarded.** If the degree has not been conferred, verification that all the requirements for the degree have been completed is required from an official university designee. Individuals educated in foreign countries must submit an official evaluation of their degrees and courses by an ASHA approved educational evaluative service.

Standard II: Institution

The graduate degree must be granted by a regionally accredited university.

The graduate education in audiology must be initiated and completed in a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.

Implementation:

Satisfactory completion of academic coursework, clinical practicum, and knowledge and skills requirements must be verified by the signature of the program director or official designee of a CAA accredited program or a program admitted to CAA candidacy.

The university must be accredited by one of the following: Commission on Higher Education, Middle States Association of Colleges and Schools; Commission on Institutions of Higher Education, New England Association of Schools and Colleges; Commission on Institutions of Higher Education, North Central Association of Colleges and Schools; Commission on Colleges, Northwest Association of Schools and Colleges; Commission on Colleges, Southern Association of Colleges and Schools; and Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges.

Individuals educated in foreign countries must submit documentation that coursework was completed in an educational program recognized by the appropriate regulatory authority for that country.

Standard III: Program of Study

Applicants for certification must complete a program of graduate study (a minimum of 75 semester credit hours) that includes academic coursework and a minimum of 12 months' full-time equivalent of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the Certificate of Clinical Competence (CCC) in the appropriate area of practice.

Implementation:

The applicant shall maintain documentation of academic coursework, practicum hours, and practicum supervision verified by the program. This documentation must demonstrate that the applicant possesses the knowledge and skills delineated in Standard IV. This documentation shall be made available upon request. Failure to do so may jeopardize awarding of certification.

Clinical practicum is defined as clinical experience approved by an academic program. Clinical practicum is designed to foster the continued growth and integration of the knowledge and skills outlined in Standard IV. Therefore, students shall participate in practicum only after it has been determined that they have had sufficient preparation to qualify for such experience. A variety of clinical practicum experiences must be obtained so that the applicant can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care.

Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation,

guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience and competence.

Supervisors must hold a current CCC in the appropriate area of practice. Activities supervised shall be limited to those specified in the Scope of Practice for the professional area in which supervisors are certified.

Individuals educated in foreign countries must meet this standard.

Standard IV: Knowledge and Skills Outcomes

Applicants for certification must have a foundation of prerequisite knowledge and skills.

Applicants for certification must have acquired knowledge and developed skills in four areas: foundations of practice; prevention and identification; evaluation; and treatment.

Implementation:

The applicant shall maintain verified documentation of formative assessment results that demonstrate acquisition of knowledge and skills delineated in Standards IV-A, IV-B, IV-C, IV-D, and IV-E, respectively. This documentation must be maintained and verified by the program director or official designee and shall be made available upon request.

Individuals educated in foreign countries must meet this standard.

Standard IV-A: Prerequisite Knowledge and Skills

The applicant must have prerequisite skills in oral and written or other forms of communication.

The applicant must have prerequisite skills and knowledge of life sciences, physical sciences, behavioral sciences, and mathematics.

Implementation:

Appropriate coursework may include: public speaking, grammar and composition, human anatomy and physiology, neuroanatomy and neurophysiology, genetics, physics, inorganic and organic chemistry, psychology, sociology, anthropology, and mathematics beyond college algebra.

Standard IV-B: Foundations of Practice

The applicant must have knowledge of: B1. Professional codes of ethics and credentialing.

B2. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services.

- B3. Educational, vocational and social and psychological effects of hearing impairment and their impact on the development of a treatment program.**
- B4. Anatomy and physiology, pathophysiology and embryology and development of the auditory and vestibular systems.**
- B5. Normal development of speech and language.**
- B6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment.**
- B7. Normal processes of speech and language production and perception over the life span.**
- B8. Normal aspects of auditory physiology and behavior over the lifespan.**
- B9. Principles, methods, and applications of psychoacoustics.**
- B10. Effects of chemical agents on the auditory and vestibular systems.**
- B11. Instrumentation and bioelectrical hazards.**
- B12. Infectious/contagious diseases and universal precautions.**
- B13. Physical characteristics and measurement of acoustic stimuli.**
- B14. Physical characteristics and measurement of electric and other nonacoustic stimuli.**
- B15. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations.**
- B16. Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems.**
- B17. Health care and educational delivery systems.**
- B18. Ramifications of cultural diversity on professional practice.**
- B19. Supervisory processes and procedures.**
- B20. Laws, regulations, policies and management practices relevant to the profession of audiology.**
- B21. Manual communication, use of interpreters, and assistive technology.**

Standard IV-C: Prevention and Identification

The applicant must be competent in the prevention and identification of auditory and vestibular disorders. At a minimum, applicants must have the knowledge and skills necessary to:

- C1. Interact effectively with patients, families, other appropriate individuals and**

professionals.

C2. Prevent the onset and minimize the development of communication disorders.

C3. Identify individuals at risk for hearing impairment.

C4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures.

C5. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures.

C6. Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems.

Standard IV-D: Evaluation

The applicant must be competent in the evaluation of individuals with suspected disorders of auditory, balance, communication and related systems. At a minimum, applicants must have the knowledge and skills necessary to:

D1. Interact effectively with patients, families, other appropriate individuals and professionals.

D2. Evaluate information from appropriate sources to facilitate assessment planning.

D3. Obtain a case history.

D4. Perform an otoscopic examination.

D5. Determine the need for cerumen removal.

D6. Administer clinically appropriate and culturally sensitive assessment measures.

D7. Perform audiologic assessment using physiologic, psychophysical and self-assessment measures.

D8. Perform electrodiagnostic test procedures.

D9. Perform balance system assessment and determine the need for balance rehabilitation.

D10. Perform aural rehabilitation assessment.

D11. Document evaluation procedures and results.

D12. Interpret results of the evaluation to establish type and severity of disorder.

D13. Generate recommendations and referrals resulting from the evaluation process.

D14. Provide counseling to facilitate understanding of the auditory or balance disorder.

D15. Maintain records in a manner consistent with legal and professional standards.

D16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s).

D17. Use instrumentation according to manufacturer's specifications and recommendations.

D18. Determine whether instrumentation is in calibration according to accepted standards.

Standard IV-E: Treatment

The applicant must be competent in the treatment of individuals with auditory, balance, and related communication disorders. At a minimum, applicants must have the knowledge and skills necessary to:

E1. Interact effectively with patients, families, other appropriate individuals, and professionals.

E2. Develop and implement treatment plan using appropriate data.

E3. Discuss prognosis and treatment options with appropriate individuals.

E4. Counsel patients, families, and other appropriate individuals.

E5. Develop culturally sensitive and age-appropriate management strategies.

E6. Collaborate with other service providers in case coordination.

E7. Perform hearing aid, assistive listening device, and sensory aid assessment.

E8. Recommend, dispense and service prosthetic and assistive devices.

E9. Provide hearing aid, assistive listening device and sensory aid orientation.

E10. Conduct aural rehabilitation.

E11. Monitor and summarize treatment progress and outcomes.

E12. Assess efficacy of interventions for auditory and balance disorders.

E13. Establish treatment admission and discharge criteria.

E14. Serve as an advocate for patients, families, and other appropriate individuals.

E15. Document treatment procedures and results.

E16. Maintain records in a manner consistent with legal and professional

standards.

E17. Communicate results, recommendations and progress to appropriate individual(s).

E18. Use instrumentation according to manufacturer's specifications and recommendations.

E19. Determine whether instrumentation is in calibration according to accepted standards.

Standard V. Outcomes Assessment

Applicants for certification must successfully complete formative and summative assessments of the knowledge and skills delineated in Standard IV.

Standard V- A: Formative Assessment

The applicant must meet the educational program's requirements for demonstrating satisfactory performance via periodic assessment of knowledge and skills.

Implementation:

Formative assessment, the ongoing measurement of learning outcomes during educational preparation, yields critical information for monitoring individual acquisition of knowledge and skills. Therefore, to insure that the outcomes stipulated in Standard IV are effectively pursued in a systematic and orderly manner, the applicant's developing knowledge and skills must have been assessed by academic and clinical educators throughout the applicant's program of study. Such assessments must evaluate critical thinking, decision making, and problem-solving skills. Measures should include oral and written components as well as demonstrations of clinical proficiency. Documentation of formative assessment results must be maintained and verified by the program director or official designee and shall be made available upon request.

Individuals educated in foreign countries must meet this standard.

Standard V - B: Summative Assessment

The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

Implementation:

Summative assessment, the comprehensive examination of learning outcomes at the culmination of educational preparation, yields critical information for determining an individual's achievement of knowledge and skills. The national examination in audiology is designed to assess, in a comprehensive fashion, the applicant's mastery of knowledge of professional concepts and issues to which the applicant has been exposed throughout professional education and clinical practicum. The applicant must submit a passing score on the ASHA approved national examination in audiology.

Individuals educated in foreign countries must meet this standard.